

LESSON PLANNING GUIDE ELA Grade 7
Conyers Middle School – 2014-2015

Week of August 11, 2014

TAPS 1, 2

Content Area	ELA: Kinsey/Redus/Hammonds/Oden/Romero		
Grade/Course	7		
Unit of Study	CLOSE Reading Workshop		
Instructional Period	1 st , 2 nd , 5 th , 6 th		
Insert a standard(s) below (include code). HIGHLIGHT the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.			
<p>ELACC7RL1,2,3,6,; ELACCW2,7,9:ELAC7SL1 ELACC7RL1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ELACC7RL2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text ELACC7RL3: Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot). ELACC7RL6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text</p>			
List Behaviors (what students should be able to do; focus on verbs)	List Content (what students should know; focus on concepts)	Determine DOK (align to instruction and assessment)	
Ask, answer, describe, write, recount, demonstrate, identify and locate	Pre-teach: Warm Up: What are the CLOSE strategies and what example can I use to ensure that I am applying them correctly?/ Coordinate Adjectives Vocabulary: Conflict/Plot/Narrative/CLOSE Strategies Introduce Craft and Structure: Plot & Point of View Key Ideas And Details: Extend: *Students will know how to: *Determine whether every conflict has a winner. *Gain a deeper understanding of literature to develop a more sophisticated way of discussing the Big Question. Key Ideas And Details: Introduce Craft and Structure: Plot see page 25 Literature Book Model Day 2: Teach:	DOK Levels	DOK Ceiling
		1,2, Make Inferences Predict characters' futures based on the text EX: Students will predict how Greg's life may change after his encounter with Lemon Brown	3 Formulate opinions about characters and draw conclusions about the characters' motivations. EX: Explain why Lemon Brown fiercely protects his "Treasure"
DOK Level	Possible Aligned Activities and Questions	Resources (on/offline)	
TAPS 2, 3, 4, 5 2	How can using CLOSE strategies help me chunk and understand narrative elements? CLOSE Strategy Reading Workshop-Identify Narrative Close Strategies CLOSE strategy workshop Treasure of Lemon	Marking the Text: Student CLOSE reading workbook pp.iii pp.vi-vii pp.1-10	
4	Analyze the problems Greg is going through create a hypothesis that explains who is the root of Greg's problems.		

Strategy 1: Create a rigorous system of teaching and learning
Specific Results: Institutionalize Cycle for Results

Action Steps: 1, 2, 3, 6
Performance Indicator: Teacher lesson plans

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DOK Level TAPS 2, 3, 4, 5	Possible Aligned Assessment Items/Tasks	Resources (on/offline)
2	Assess: Informally monitor comprehension while students read; use comprehension questions in the wrap around to confirm understanding; use side note	
3	Students will develop a logical argument that demonstrates why Lemon Brown was justified in his actions.	

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Standards (Primary)		DOK (Ceiling)		Integrated		
		3				
KNOW/UNDERSTAND	Essential Question/Enduring Understanding: Does every conflict have a winner?					
	KNOWLEDGE & SKILLS (Key Vocabulary)					
	Vocabulary- Tier 1 <i>Words using to teach Tiers 2-3</i> Chunk Text Summarize Question Illustrate		Vocabulary Tier 2 <i>Academic vocabulary across content-areas</i> Attitude Challenge Communication Conflict Opposition Outcome Resolution Understanding <i>pp. 3 lit book</i>		Vocabulary Tier 3 <i>Content-specific, domain-specific</i> Competition Desire Disagreement Obstacle Struggle Misunderstanding Compromise <i>pp. 3 lit. book</i>	
	Pre-assessment to <u>Inform</u> Instruction					
	Assessment <u>for</u> Learning or Assessment <u>of</u> Learning Quiz: Close Strategies					
DO	TAPS 2, 3, 4	Content Students can use close strategies to breakdown text, so that it is easier to identify elements.	Process Guide students to leaning the close strategies steps.	Product Students will use close strategies in the close student workbook to demonstrate they fully grasp close concepts.		
	Ready	Students understand the mechanics of each close strategy.	Guide students through defining and applying each strategy.	Students will effectively go through all five close strategies.		

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	Need Prerequisites	Students have previously discussed and placed close strategies on informational articles.	Guide students to use close strategies on narrative text.	Students will complete all five close strategies on the classic short story "The Treasure of Lemon Brown"
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TAPS 2, 3, 5, 6, 8



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Steps to Deliver the Lesson Using WICOR

Engage (Hook, introduction to lesson concepts) WICOR:	Mini-Lesson Introduce Coordinate Adjectives Close Workshop pages 5-7
Explore/Explain (teaching content all students need to know, understand and be able to do as determined by unpacked standard) WICOR:	CLOSE Strategies Tuesday: Close Workshop The Treasure of Lemon of Brown (focus- short story)
Enrich/Elaborate (differentiation of <u>process</u>) WICOR:	Students will summarize notes on their individual levels and be able to produce a written text at their capacity. Students will use graphic organizer in the front of their close workbook.
Evaluation (Formative assessment) WICOR:	Formative Assessment on last page of short story to determine if students are able to apply close concepts.
Resources	CLOSE Reading Notebook (Workbook) Student Copy Coordinate Adjective Notes

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